

The Stephenson High School Band

"Sonic Sound"

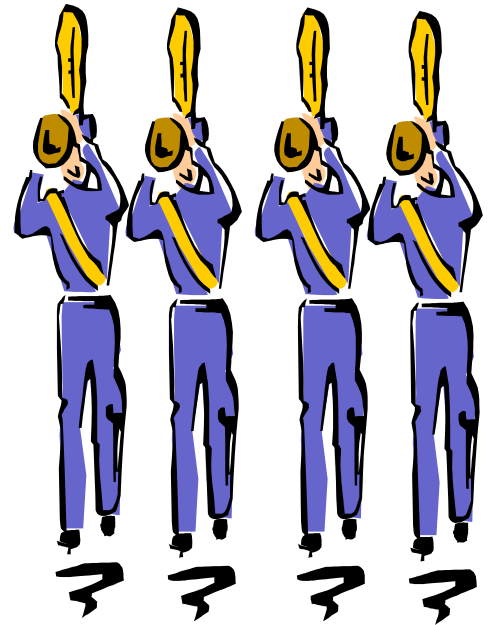
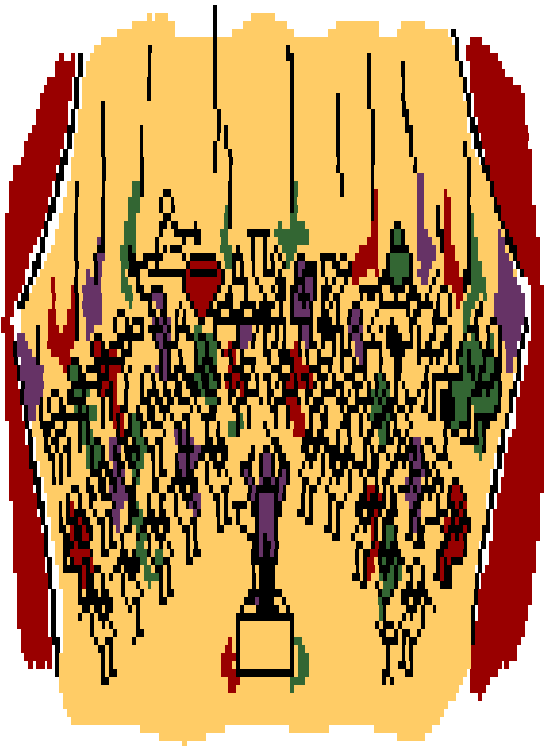
701 Stephenson Road
Stone Mountain, GA 30087
770.469.4080 Band Room
www.stephensonhighband.net



Quentin R. Goins
Director of Bands



Calvin L. Morris
Asst. Director of Bands



Band Members Handbook

2017-2018

MUSIC-POWER-RESPECT

Stephenson High School Band “The Sonic Sound”

Dear Parents and Students:

It is indeed a pleasure to welcome you as part of the Stephenson High School Band Family. This band program has had an unprecedented period of musical growth during the past years! The success of the organization is due in part to the tremendous dedication and commitment of its members and the undying support of its active band parent’s organization.

Belonging to the school music program can be a rewarding and enriching experience for all students. At Stephenson High School, we strongly believe that music has the ability to enrich every person’s life in unique and powerful ways. Thus, our primary goal is to foster the development of a lifelong relationship with music in every student. Whether our students go on to be symphony musicians, doctors who play in a community band or orchestra one night a week, or simply music fans, our goal is for them to have a love and appreciation of music and music-making.

Beyond the purely musical goals of the program, we also aim to develop students’ interpersonal and intrapersonal skills. Teamwork is a requirement for both the concert bands and the marching band. There are no “second-string” players in a band. Instead each individual in the ensemble, down to the last chair player, plays a vital role in the quality of the whole. Additionally, there is no right or wrong answers in music. Each musical performance is unique and can never be perfect. Even the best professional musicians spend their entire lives reaching for perfection, never quite attaining it. These two characteristics separate music from other subjects and are what make it is such an irreplaceable aspect of a student’s education.

Given all of this, we are not in the business of producing only “conservatory players” who have ambitions to pursue music as a profession. We are however, very much in the business of developing a life-long relationship with music in every student. Along the way we will also be providing and encouraging positive interactions and personal growth through the medium of music. The road towards these goals is extremely rewarding, yet very challenging. Only through positive effort on the part of everybody (student, parent, teacher, administration, community, etc.) involved in the program can true excellence be achieved. It provides an opportunity to develop musical skills and social interaction as the students learn to work together as a team.

We would like to challenge you to take the Stephenson High School Band to new levels of musical and academic achievement. You are now a part of one of the Premier Band Programs in the state of Georgia and the United States.

We look forward to a great year and with your help, it will be.

Musically Yours,
Quentin R. Goins
Director of Bands

Stephenson High School Band
“The Sonic Sound”
Band Boosters Association

Dear Parents and Students:

Welcome to the start of the 2017-2018 band year for the Stephenson High School Band Program. We would like to offer a special welcome to all the new band members and parents. This year’s schedule is packed with many exciting events and opportunities. We hope to see you at all of these events.

The Stephenson High School Band is one of the largest student groups at the high school. The program offers music education and opportunities for students to work together as a team.

The Band Program is made up of three major parts:

1. The Students, which are the core of the program.
2. The Music Staff, which includes Mr. Goins, Mr. Morris and his staff of assistants and adjunct instructors. These experts in music have a tremendous task of organizing and instructing our students.
3. The band parents, a group of dedicated volunteers are the main support for the band both financially and in manpower. Together these three groups make up the Stephenson High School Band program, the finest band program in the Dekalb County School System.

We would like to encourage all band member parents to volunteer some of your time to support our band. We have many areas that need your resources. Please see below in order to see where you can volunteer and help. By helping you are assisting your student and many others in our community.

Please feel free to contact us if you have any questions or concerns.

Sincerely,
Norman Willis
Stephenson High School
Band Booster President
president@stephensonhighband.net
770.469.4080

Stephenson High School Band “The Sonic Sound”

PARENT INVOLVEMENT

We need you!

Even if your time is limited (whose isn't), there are numerous ways in which you can make the Stephenson High School Marching Band even better. Your talents and abilities are needed in areas such as:

BAND COMMITTEES

(see committee handbook for details)

SCHOLARSHIP
SPONSORSHIP
Publicity/ PUBLIC RELATIONS
UNIFORM
BANQUET/HOSPITALITY
TELEPHONE
FUNDRAISER
CHAPERONE

...And the list goes on. There are always plenty of projects to go around. The more you get involved, the more you get to see the benefits that your child enjoys as a part of the band. Don't wait to be asked-volunteer where you are needed. See the Band Booster Committee hand book to see where you can assist.

Stephenson Band Boosters

Everyone is welcome, so come out and participate whenever possible. Often the best way to avoid confusion and/or miscommunication is to be at the meetings, hear the facts and ask questions. The Booster Officers do a wonderful job and the meetings seldom last more than one hour and fifteen minutes. Remember we can't address your concerns or hear your input if you are not present. You can't realize the full extent of Stephenson's band if you are not receiving accurate information. Together we make it happen.

Parent's Responsibility to the Band

It is the responsibility of every parent and guardian to see that the policies outlined in this booklet are followed. It is the responsibility of each parent to see that their child practices their instrument or routines daily. The Band Director cannot play the horns for the students or march their routines for them. It is the responsibility of each parent to support their child's band activities. The hands of your directors are tied without the help of ALL parents.

Support Our Band

Come to our games and sit next to the Band whether you are an “official” chaperone or not. By having parents sitting between the Band and other spectators we provide a barrier to help protect our student's belongings. But even more importantly, it shows our love and support of our Band Program

Financial Responsibility

Being in the band is not without financial commitments. To help plan for this, the Stephenson Band Boosters and Mr. Goins have consolidated all the fees for being in Marching Band to one operating expense fee and some additional optional fees which may apply to your Band Member only.

“The Sonic Sound”
 Stephenson High School
 701 Stephenson Road
 Stone Mountain, GA 30087
 Mr. Micheal A. Jones- Principal

The Band Program at a glance:

The Stephenson High School Marching Band, “The Sonic Sound” is specifically designed to represent the school at football games and other activities, including marching festivals, parades, and other ceremonial activities.

The Wind Ensemble, Symphonic, Concert, and Jazz Bands participate at GMEA Festivals, Conferences, Music clinics and perform concerts from October through May.

GMEA LGPE and DeKalb County Marching Band Festival Ratings:

	<u>Marching Band</u>	<u>Concert Band</u>	<u>Symphonic Band</u>	<u>Wind Ensemble</u>	<u>Jazz Ensemble</u>
1997-1998	Superior	Superior	Superior	not established	not established
1998-1999	Superior	Superior	Superior	not established	
1999-2000	Superior	Superior	Superior	Superior	
2000-2001	Superior	Superior	Superior	Superior	
2001-2002	Superior	Superior	Superior	Superior	
2002-2003	Superior	Superior	Superior	Superior	Excellent
2003-2004	Superior	Superior	Superior	Superior	
2004-2005	Superior	Superior	Superior	Superior	
2005-2006	Superior	Superior	Superior	Superior	Superior
2006-2007	Superior	N/A	Excellent	Superior	Superior
2007-2008	Superior	N/A	Excellent	Superior	N/A
2008-2009	Superior	Excellent	Superior	Superior	
2009-2010	Superior	N/A	Superior	Superior	
2010-2011	Superior	N/A	Excellent	Superior	
2011-2012	Superior		Superior	Superior	Superior
2012-2013	Superior		Superior	Superior	Superior
2013-2014	Superior		Excellent	Superior	
2014-2015	Superior		Superior	Superior	
2015-2016	Superior		Excellent	Superior	
2016-2017			Superior	Superior	

Notable Performances/ Accomplishments

1998- NASPAAM(National Association for the Study and Performance on African-American Music) Conference –Birmingham, AL

Most Outstanding Instrumental Music Cluster/
 Directors of the Year (High and Middle Schools)

2001- NASPAAM Conference-Birmingham, AL

2000- Winter Olympic Games Opening Ceremonies – Televised Segment from Atlanta,GA

2002- Tournament of Roses Parade-Theme “Good Times” – Pasadena, CA

2004- Universal Studios Parade, Spring Festival- Orlando, FL

Dixie Classic Grand National Adjudicators Invitational –Chattanooga, TN
 Bands of America Super Regional Special Guest Performer Atlanta, GA

- 2005-Georgia Music Educators Association Convention –Savannah, GA
 Southeastern United States Honor Band Clinic at Troy University- Troy, AL
 Bands of America Exhibition Band at Grand Championships Indianapolis, IN
- 2006- Dixie Classic Grand National Adjudicators Invitational-Chattanooga, TN
- 2007- National Memorial Day Parade, Washington D.C.
 81st Macy’s Thanksgiving Parade New York, New York
- 2008- Universal Studios Parade, Fall Festival-Orlando, FL
- 2009 --Georgia Veterans Day Parade- Atlanta, GA
 -Dixie Classic National Adjudicators Invitational Atlanta, GA
- 2010- Historically Black College and University- National Band Directors Consortium-Atlanta,GA
 -Southern Star Marching Invitational -Snellville, GA
 -Assymetric National High-Steppers Championships-**Many Awards**-Atlanta, GA
 -Music for All, Bands of America Atlanta Super Regional
 -Georgia Veterans Day Parade- Atlanta, GA
- 2011- Kennesaw State University Concert Band Invitational Kennesaw, GA
 Dixie Classic National Adjudicators Invitational-**Grand Champions 2011**
 Chattanooga, TN
 - Participated in the 70th *Commemoration of the Attacks on Pearl Harbor*,
 Honolulu, HI
 -Waikiki Holiday Parade-Honolulu, HI
- 2012- Music for All, Bands of America National Concert Band Festival, Indianapolis, IN
- 2013- 36th Annual University of South Carolina Band Clinic-Columbia, SC
 featuring the Stephenson High School Wind Ensemble
 - 36th Atlanta Jazz Festival-Piedmont Park
 Featuring Stephenson High School Jazz Orchestra
- 2014- Assymetric National High-Steppers Championships-**3rd Place Over-All/ Many Awards**
 Atlanta, GA
 - Dixie Classic Concert Band Invitational Festival- Atlanta, GA
 -Inaugural Page Theater Organ Dedication Concert featuring Organist Jelani Eddington and
 the Stephenson Music Department(Wind Ensemble and Chorus)
- 2015-Music for All, Southeast Regional Concert Band Festival at Georgia State University-Atlanta,
 GA
- 2016-Kennesaw State University Concert Band Invitational-Kennesaw, GA
- 2017-“Sonic Sound” Marching Band featured as a fictitious Collegiate Band in the BET Television
 Series “The Quad”
 -Dixie Classic Grand National Adjudicators Invitational-Chattanooga, TN

Band Director- Quentin R. Goins
Assistant Band Director -Calvin L. Morris
Band Room Phone...(770) 469-4080
Band Fax Number...(678) 676-4210
Band Website..... www.stephensonhighband.net

**Stephenson High School Band
“The Sonic Sound”**

Band Staff

Director of Bands..... Quentin R. Goins
Woodwinds/Percussion Instructor

Assistant Director of Bands..... Calvin L. Morris, Jr.
Brass Instructor

Director of Bands Stephenson Middle School..... Vincent K. Rosse

Asst. Director of Bands / Director of Strings SMS.....Jeremy Smith

Dazzling Diamond Choreographer/ Sponsor.....Michelle Andrews

Musical Arranger/ Woodwinds.....Antoine M. Gibson

Band Announcer.....John Williams

Percussion Instructor.....Andre Barney

Percussion Technician.....Justin Sanders

**Stephenson High School Band Boosters
Executive Board**

President Norman Willis

Vice President of OperationsDebra Dutruille

Vice President of FinanceD’wana Brown

Treasurer..... Faith Oliver

Financial SecretaryIris Henderson

Recording Secretary..... Emily Turner

Business Manager.....Vivian Smith

Band Officers

Marching Band Section Leaders

Drum Majors.....	Sean Dunovant (Head) Ariel Paul Tyehimba Shabazz Zion Fowler Jalen Smith
Dazzling Diamonds.....	TBA
Flutes.....	Rena Clowers
Clarinets.....	Rebekkah Richardson Christian Hill
Saxophones.....	Jasmine Jones Jaelyn Reese
Trumpets.....	Kyle Henderson
French Horns.....	Jade Pope
Trombones.....	Mya Francis Shomar Bullen
Baritones.....	Darius Kennon Kadin Hyde
Tubas.....	Jacoby Austin Ayanna Williams
Percussion.....	Ethan Green TBA

Stephenson High School Band “The Sonic Sound”

Mission Statement

It is the mission of the Stephenson High School Band to foster an appreciation of good music, to create a positive camaraderie for the students and community, and to build model citizens through participation in music rehearsals and performances.

In order to assist band members and parents in understanding their areas of responsibility, the following information is offered. Becoming familiar with this policy will help each band member make the most of this opportunity to become a more productive citizen through an association with music.

It is firmly believed that the student should improve through **daily** practice. In the band program it is felt that when the student has lost the will to improve himself, he/she is wasting the time of the school, his/her fellow students, and the community. The most productive students are ones who are improving themselves through regular habits of daily practice and progress. The students must not only know right from wrong, but also must be able to stand for his principles. They must develop a high sense of purpose toward which they are willing to work. The band program will be conducted in a manner, which will encourage all students to achieve these goals.

It must be remembered that Academic Progress should not become negative in the life of a Stephenson High School Band member. Each student must maintain a adequate grades to participate in the music program. Scholarships in music can be earned and offered, however scholarship offers does not guarantee acceptance into the college/university of choice.

The Stephenson Counseling Department works closely with the Instrumental Music Department solving scheduling conflicts. With foresight and long range planning, problems with scheduling, in most cases, this can be avoided. There is a difference in an unresolvable conflict and a choice.

Stephenson High School Band

“The Sonic Sound”

PERFORMANCE ORGANIZATIONS

The Stephenson High School Jazz, Concert, Symphonic Band and Wind Ensemble are the primary performing groups of the high school, grades 9-12. The bands serve as both a marching unit and concert organizations. The auxiliary units will be considered as part of the marching band. Audition and/or recommendation of the director or the middle school director will determine selection and placement in the symphonic, jazz, or concert bands.

The Stephenson High School “Sonic Sound” Marching Band

The Marching Band Program is open to all instrumentalists in the Stephenson High School Band Program and all eighth grade students in the Stephenson Middle School Band Program. It is required that each Marching Band Student be enrolled in a class. If there is a special unresolvable circumstance for a student not to be enrolled, please submit the request to Mr. Goins. The Sonic Sound also includes the Dazzling Diamond Dance team which are chosen by audition in the Spring of the school term prior to the upcoming football season.

The Stephenson High School Wind Ensemble

The Stephenson High School Wind Ensemble is the premiere performance group in the Band Program which usually consists of upperclassmen (11-12 graders). It is strongly recommended that each student study once a week with a private instructor on their instrument. The Wind Ensemble performs the highest Advanced Literature (grade VI) at special concerts, recruiting tours, and special school functions as well as the GMEA Band Festivals. Students will be placed in this group by audition, must have at least 2 years of District Honor Band and or All-State credentials, and director recommendation

The Stephenson High School Symphonic Band

The Stephenson High School Symphonic Band is opened by audition only and generally consists of (10-11 graders). It is possible for freshmen to be members of the symphonic band if their musicianship is sufficient to perform Advanced Literature. The Stephenson High School Symphonic Band will perform the premier level music (grade IV/V) possible at GMEA District Band Festivals and other concert events.

The Stephenson High School Concert Band(when enrollment allows)

The Stephenson High School Concert Band is opened to all students who have successfully completed a course of band study at the middle school or have completed a course of study prescribed by the high school band director. This class is also open to students who wish to learn an instrument but, do not have any previous experience. The Concert Band will perform the standard level of high school literature (grade I-III) at GMEA District Band Festivals and other concert events depending on the level of musicianship attained by the unit.

The Stephenson High School Jazz Orchestra and Combo(s)

The Jazz Ensemble will serve as a laboratory for the study of various jazz styles and idioms. The ensemble will explore the finest in jazz literature and learn to improvise solos over standard chord changes. Members of the Jazz Ensemble must be regular members of the Symphonic or Concert Band (exceptions of this may include guitar, bass, or piano players).

Special Ensembles

Special ensembles are organized for the study of certain literature and will involve performances. These ensembles may perform at Solo-Ensemble Festival in the spring or they may perform at other occasions at which an ensemble may be needed.

Percussion Ensemble
Trumpet Choir
Trombone Choir
Saxophone Quintet

Flute Choir
Clarinet Choir
Woodwind Ensemble
Brass Ensemble

The Stephenson High School Band
“The Sonic Sound”
BAND MEMBER’S RESPONSIBILITIES

1. Students participating in any band event must follow the behavioral guidelines set forth in the DeKalb County Code of Conduct and The School Handbook of Stephenson High School.
2. Be regular in attendance. Each band member must account for all absences in writing to a member of the band staff and to their Section Leader. Students must bring a time stamped pass from tutorials when necessary. If not the tardy will be marked unexcused. All students should be in rehearsal by 4:15pm
3. Make an effort to learn and improve daily.
4. Become responsible for and expect to assume the consequences for all actions.
5. Be personally clean, neat, and dress appropriately at all times. Appropriate practice shirts, shoes (sneakers) and other weather appropriate attire should be worn.
6. Show proper respect for those in authority (teachers, parents, student leaders, fellow bandmen and others).
7. Follow all classroom rules, school regulations, and all travel instructions issued for trips.
8. Be honest and fair in dealing with others.
9. Cooperate with fellow members and share with them the responsibilities and privileges that are part of the band program. Included in this might be:
 - A) assisting each other with performances,
 - B) assisting after performances to get equipment back to the band room,
 - C) keeping the band area clean and neat,
 - D) assist with phone committee, and any other band related function.
10. Read and play music with insight and expression.
11. Continue to improve your knowledge and understanding of music theory, harmony, and history. Continue to develop good listening skills.
12. Keep instrument in good playing condition with necessary equipment at all times.
13. Keep band uniform clean and in good condition for each performance and between performances.
14. Return all uniform parts and school-owned instruments at the end of the marching season.
15. Students are expected to do his/her part in all fund raising projects undertaken by the band.
16. Students are expected to be in **FULL UNIFORM** while appearing in public. This includes after performances.
17. Students **may not** participate in any performance **unless** they are in school at least one-half of the day on the day of a performance.

18. Students must have passed 3 out of 4 classes in the previous semester to be eligible to participate in band competitions.
19. While in uniform, or any other band program paraphernalia, behavior is expected to be **appropriate for a Stephenson High School Band member.**
20. The use of tobacco, drugs, or alcohol is strictly prohibited at any time during a band function.
21. Students will not exhibit PDA's (public displays of affection) in an inappropriate manner.
22. Foul language, profanity, obscene gestures are considered unacceptable behavior.
23. **Food, drink, or gum is not permitted in any band rehearsal or performance, instrument storage rooms, or SHS Theater.** (Exceptions might include unduly hot weather, whereupon water bottles will be permitted. The Band Booster organization will provide hydration at football games whenever heat is a problem. Also Hot Chocolate when performances are in extremely cold weather)
24. The Parents of the students who choose to be a part of the SHS Band assume responsibility for all equipment and uniforms issued to them.
25. The parents/guardians, along with the student, should understand that **ALL** rehearsals and performances **MUST** be attended unless the director has been notified in advance and presented a **VALID** reason for the absence. Notification does not constitute an excused absence. Excused absence are extreme illness, death in the family, and religious observance. **Jobs, Clubs, Homework, Sports Activities, are not excused absences.** Time management is essential.
26. The Stephenson High School Band member will be a most **enthusiastic** supporter of bands from other schools. Positive comments and genuine applause are appropriate. If you have negative comments then they should be kept to yourself.
27. Individual practice is necessary to succeed. You get back in direct proportion what you put in.
28. Cell phones, two-way pagers, or any other electronic or communication devices are prohibited during all band rehearsals and performances. Devices will be confiscated if used during these times.
29. Any student caught stealing, under any circumstances, including out of town trips, will be instantly dismissed from the Stephenson Band Program, and will not be eligible to participate for at least 1 year. These names will be forwarded to the building principal and the campus officers if legal charges are to be imposed.

Stephenson High School Band
“The Sonic Sound”

CONDUCT/ DISCIPLINE

Members of the band program are expected to behave and conduct themselves as ladies and gentlemen at all times. Courtesy and good manners are to be extended to each other as well as chaperones, guests, and anyone else encountered, whether adult or student. Good citizenship is also a must, as in the case of disposing of litter properly, keeping the buses clean, and taking care of the band rooms, theater, instrument storage areas, halls, and practice field.

Any band member, who exhibits anything less than exemplary behavior or conduct, especially while in uniform and/or at a public performance, will be disciplined accordingly, with exclusion from the band being a first line of consequence, however, the Code of Conduct according to DeKalb County Schools is in effect whenever the band member is at ANY band function or while under the supervision of a chaperone.

Students who are repeatedly disciplined by school authorities for violation of school policies are a liability to the program and will be subject to dismissal. If a student is dismissed from the band program he or she will receive a prorated reimbursement of his or her band dues. If a student disassociates himself from the program he or she relinquishes all rights to a refund paid on his or her behalf. Monies earned by way of fundraisers will not be refunded under any circumstances.

Students that consistently display superior behavior will be considered first for placement on the field for performances, which includes out of town trips and special performances.

Discipline Policies

(These policies are aligned with the DeKalb County Student Code of Conduct Handbook.)

Any student found in violation of use of profanity, disrespect to other band members, rude behavior, refusal to follow instructions, misuse of band equipment, misuse of band uniform, or any other offenses of this magnitude, will follow these consequences:

1st offense –partial or total performance suspension, Write 3 page essay on “Self-Discipline”. Parent Notification. Referral if needed.

2nd offense - 2 performance suspension. Mandatory Parent Conference.

3rd offense –Dismissal from the program.

Any student found in verbal confrontation with band director, band staff, chaperone or fighting, verbal threats, vulgar language or any other offenses of this magnitude, will follow these consequences:

1st offense – 2 performance suspension. Referral to Administrator. Mandatory Parent Conference.

Write 3 page essay on “Self-Discipline”.

2nd offense –Dismissal from the program.

In cases of extreme misconduct and blatantly not adhering to the guidelines set forth for the Stephenson Music Program, a student may be removed from the music program completely.

Stephenson High School Band “The Sonic Sound”

Marching Band Rehearsal Times

The Sonic Sound Marching Band Rehearsal times are as follows:

Daily Band Rehearsal:

Monday –Wednesday: 3:45p.m. - 7:00 p.m.

Thursday and Friday(if no game) 3:35 p.m. - 7:30 p.m.

Even though rare, Saturday and/or Sunday Rehearsals will be announced if needed for special events.

The Stephenson High School Band staff is committed to continuing the rich musical tradition that has been set forth. We cannot instruct a student that is not in rehearsal. Please know that full band rehearsals are needed to maintain and to supersede this tradition. Students should be in rehearsals for the duration of the rehearsals. Each student’s participation affects the over-all group outcome and each student plays a valuable role in this success.

Home/Away Game Day Itinerary (Halford Stadium)

3:45-Students report to band room dressed in uniform (minus Band Jacket and Shako).

-Cases on curb.

4:00-4:45 -Pre-game Meal

4:50-5:50 Mandatory Pre-game Sectional, final review of all game procedures and show.

6:00-Depart to game

Traveling Away Games itinerary will be posted the week of the game

**Rehearsal Times for other performing groups will be posted
and shared on the performance cycle calendar.**

ATTENDANCE POLICIES

It should be understood by students and parents alike that attendance at each rehearsal and/or performance is mandatory. However, there are times when attendance is impossible. In that case, please adhere to the following principles:

Excuses for absences include extreme personal illness, death in the family, religious observance and deployed military leave of an immediate family member (mother, father, sibling). **Jobs, Clubs, Homework, Sports Activities, are not excused absences.** Time management is essential. If you feel that your absence is excused and NOT covered by the above, please confer with the directors. The director will make a judgment as to the validity of the excuse. **Written excuses are required for absences and tardies immediately upon return to band rehearsal.** Consistent absenteeism or tardiness may result in suspension (or possible expulsion) from the band program.

If a student is to be tardy to a rehearsal, performance, or trip, a telephone call should be made to the band office (770.469.4080) and advise that the student is to be late. Upon arrival, go immediately to the director or assistant director and present a **written statement or pass from teacher**, which explains the reason for the tardy. If the rehearsal is outside, go immediately to the rehearsal **with pass, instrument, and equipment**. For Trips, in or out of town, there may not be an option to delay until your student arrives.

Any student that does not attend the final rehearsal, usually the day before the performance, for any reason, will not perform. No exceptions. For example; if a student is absent from Thursday's practice, he/she will not perform halftime at Friday's game. It is the discretion of the band staff to consider probation for multiple performances.

Absent Policies

**1st Unexcused Absence -Partial Stands performance suspension, (starts with 4th quarter)
Parent Notification.**

2nd Unexcused Absence – Full Game-performance suspension, Mandatory Parent Conference.

3rd Unexcused Absence – Student will not travel on 1st Out of town Trip (No Refunds).

4th Unexcused Absence- Student will not travel on 2nd Out of town trip. (No Refunds).

5th Unexcused Absence- Dismissal.

(Please note this includes moving to and from field rehearsals and sectionals.)

Tardy Policies

1st Unexcused Tardy – Warning. Parent Notification.

2nd Unexcused Tardy - Partial performance suspension. , (starts with 4th quarter)

3rd Unexcused Tardy -1 -Full Performance suspension, Mandatory Parent Conference.

4th Unexcused Tardy -performance suspension

Continued Excessive Tardiness- Dismissal from activity.

No excused passes will be accepted after 4:30 p.m., under any circumstances.

(Please note this includes moving to and from field rehearsals and sectionals.)

Stephenson High School Band

MARCHING UNIFORMS

Marching Band members are responsible for the care and upkeep of all parts of the uniform. It is the student's responsibility to be sure that the uniform is absolutely "spotless" for every performance. There will be an inspection prior to every performance. **IF YOU FIND IT NECESSARY TO MAKE ALTERATIONS TO YOUR UNIFORM, DO NOT CUT ANY MATERIAL AWAY.** We may need this extra material for the next person who wears this uniform. These uniforms cost us over \$ and must last 7 years before we are allotted a new set by DCSS. The uniform committee chairperson and assigned student information officers oversee the fitting, distribution, collection for cleaning and inventory. Please respond promptly in these matters. ***Hair must be worn under hats while marching.***

Some guidelines to avoid damage and soiling are:

1. Inspect after each wearing, arrange for any necessary care or cleaning before the next performance. **We do expect you to take the uniform to be cleaned on a Bi-Weekly Bases.** Local cleaners usually charge approximately \$7 for cleaning pants & jackets. Always remove citation cord before having uniform cleaned.
2. Remove the uniform from the bag after each wearing and allow to completely dry before replacing in bag—to avoid mildew.
3. If the uniform is wet or damp, separate the pieces and hang them to dry.
4. Wearing jean/denim shorts or pants under uniform pants is not allowed due to extra wear and tear on the seat and legs.
5. Plumes are distributed before each game and collected after.

If a student loses a part of the uniform, replacement costs are below.

<u>Parts of the Uniform</u>	<u>Replacement cost</u>
Coat	\$238.22
Bibbers/Pants	\$102.53
Breast Plate	\$54.02
Shako Hat	\$95.00
Plume	\$35.00
Citation Cord(Silver)	\$21.00-not included in cost
Removable Sweat Collar	\$10.00-not included in cost
Cape	\$54.19
<hr/>	
Total	\$578.96

These prices do not include the tax and shipping charges.

THESE ITEMS ARE NOT COVERED BY MARCHING BAND FEES!

For each Marching Band Performance, there will be a uniform check for cleanliness and to ensure that all parts and accessories are in place. Students must pass the uniform inspection to perform.

Stephenson High School Band
“The Sonic Sound”

CONCERT SEASON UNIFORMS

Band members must purchase their uniforms for the concert season and are responsible for the care and upkeep of all parts of the uniform. The uniforms will remain the property of the student. Students are to purchase their own concert attire no later than October 1st. If available, we will provide the following at the listed prices:

Listed below are the concert attire requirements for the Stephenson High School performing ensembles. All Students must have proper formal attire for all concerts and chamber performances. All items can be purchased through Cousin’s Concert Attire. Contact information is 800.881.5343 or visit www.concertattire.com.

All Concert and Symphonic Band Members Uniform.- all students should wear **black** not dark from the waist down. Dress Slacks or Skirt, Dress Socks, Stockings, and Dress Shoes (**closed toe**) should be worn. White tuxedo shirt, black vest, and black bowtie.

Wind Ensemble Ladies Only – Sweetheart Neckline, Satin Polyester Dress with tie back.(item #203 and #182N)

Wind Ensemble Men Only- Full Basic Black Tuxedo (can be purchased inexpensively at *Savvi Formal Warehouse on FID Blvd or K&G.*)

Individual Items

Bow Tie (\$5.00) item #251B

Vest (\$20.00-\$25.00) item #2023V

Tuxedo Shirt (\$12.00) item #901

Sweetheart Neckline(\$ 62.95) item #203

Pearl Necklace and ear rings (\$7.00) * wind ensemble ladies only*
(\$6.00) item #182N

The Stephenson High School Band

"Sonic Sound"

701 Stephenson Road
Stone Mountain, GA 30087
770.469.4080 Band Room
www.stephensonhighband.net



Varsity Lettering and Chords

In order to receive the Varsity "S" Letter for Band, students must complete a minimum of two successful years in a Performing Instrumental Ensemble. A Performing Instrumental Ensemble will consist of students participating in one or a combination of Symphonic Band, Concert Band, or Wind Ensemble. Also Jazz Ensemble, Marching Band, and Chamber Groups may count towards lettering.

Students that participate in the marching band during their eighth grade year will be eligible to receive their Varsity "S" Letter for Band at the conclusion of their Freshman Year.

All Students receiving Varsity "S" Letters will receive them at the Band Awards Ceremony and Banquet held annually in the Month of May.

Graduation Chords are earned by students who earn 8 Carnegie units of successful band credit towards graduation. This requires enrollment and participation in band class for each semester and all four years of a student's high school tenure.

GRADING IN THE CLASSROOM

Band grades will be based on individual knowledge and performance through assigned materials relating to the instruction and performance in instrumental music. Assignments will be based on the National Music Performance Standards, class level of proficiency, and individual needs.

Good use of practice time will help a band member's grade. Parents are encouraged to consult the director at any time in regard to the student's grade and progress in the program. Students must keep close contact with the director. Students who are a part of performing groups must attend **ALL** major performances. Major performances are a large part of the grading and will weigh heavily on the final grades. All performances and rehearsals that are extensions of the classroom will be graded. **Absences cannot be made up.**

MUSIC DEPARTMENT

DIRECTOR of BANDS – Quentin R. Goins

ASSISTANT DIRECTOR of BANDS – Calvin L. Morris, Jr.

MIDDLE SCHOOL DIRECTOR of BANDS – Vincent K. Rosse

MIDDLE SCHOOL ASSISTANT DIRECTOR of BANDS – Jeremy Smith

SCHOOL ADMINISTRATION

PRINCIPAL

Mr. Micheal Jones (Chief Learning Officer)

ASST. PRINCIPALS

Mrs. Duchess Wilburg

Ms. Marcia Scott

Mr. Hezekiah Wardlow

Dr. Bryant Thomas

HEAD COUNSELOR-

Ms. Lolita Richards-Baker

Mrs. Michelle Young

Ms. Anika Ellington

Mrs. Shuntay Finkley



School Year/Semester
Fall 2017- Spring 2018

Course Name	ADVANCED BAND/ WIND ENSEMBLE	Course Code	53.0381, 53.0383-Fall 53.0382, 53.0384-Spring
School Name	Stephenson High School	Teacher Name	Quentin R. Goins Calvin Morris Jr.
School Phone Number	770-469-4080 Band Office	Teacher Email	Quentin_R_Goins@dekalbschoolsga.org Calvin_Morris@dekalbschoolsga.org
School Website	www.stephensonhs.dekalb.k12.ga.us	Teacher Website	www.stephensonhighband.net

Course Description

Advanced Band/ Percussion Lab is a literature/performance course in which a student uses previously developed skills to study through direct experience. Students at this level should have 4-5 years of successful musical growth. Topics covered will include, but not be limited to: Form, Structure, Melody, Rhythm, Intonation (Just and Equal Temperament), Tone production, and Harmonics.

NATIONAL STANDARDS for MUSIC EDUCATION

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Specific Objectives:

1. The students will be aware of the nomenclature of their given instrument and the commonalities of their instrumental family.
2. The students will demonstrate, while standing and sitting, proper instrumental performance posture as related to each instruments guide positions.
3. The student will identify, define, and utilize the musical terms and symbols encountered in the musical literature and exercises being studied
4. The students will perform using mixed meter, changing meter, asymmetrical patterns, free rhythm, and non-traditional notation. Additionally students will perform rest and note values up to the 32nd note.
5. The students will perform all Major and Minor Scales and Arpeggios in as many complete octaves as possible within the practical standard range of the instrument at a variety and speeds, articulations, and rhythms.
6. The student will play a chromatic scale encompassing the standard practical range of the instrument in eighth note triplet and 16th notes with a variety of

- articulations. Minimum tempo is quarter note equals 120 BPM (beats per minute).
7. The students will identify key signatures with relative major/minor tonalities and apply them to any music being performed
 8. The student will be able to describe, as a listening consumer and an active performer, musical literature of various styles, composers, and compositional techniques.
 9. The students will interpret music with historical perspective and style.
 10. The student will demonstrate sight reading skills in music containing moderately difficult rhythmic structures and keys.
 11. The students will demonstrate instrumental technique including the use of advanced alternate fingering and positions as well as advanced techniques that are idiomatic to the full range of the instrument.
 12. The student will demonstrate the ability to balance and blend their tone quality with small and large performing groups.
 13. The student will describe career and vocational opportunities.
 14. The student will produce a controlled and centered tone quality throughout the standard practical range of their instrument.
 15. The wind student will be able to demonstrate the ability to perform any articulation from any period or style found in the music literature.
 16. The wind student should be able to demonstrate the ability to perform within the equal temperament intonation at all times and pure (just) intonation when necessary for sustained pitches or cadential points.
 17. Percussion Students will perform on all instruments utilized in standard band repertoire. This includes but is not limited to snare drum, timpani, xylophone, marimba, vibraphone, cymbals (suspended, crash, and ride), and standard and specialty auxiliary percussion.
 18. Percussion students will perform 26 Standard American Rudiments along with 14 added P.A.S.I.C rudiments from open to closed to open position.

Curriculum Overview: The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW	
Unit-	
Week 1:	Review DCSS Discipline Protocol, Review School and Band Policy and Procedures. What is Music? Basic Fundamentals Review: Note/Rest Values and Rhythms/ Start to Establish Daily Warm-up Routine
Week 2:	Review Warm-up Routine, Continue Application of Rhythms and Rest Values, Review Chromatic Scale, 12 Major Scales Constructed based on formula, Sight-Read Exercises and Potential Performance Literature
Week 3:	Rehearse the warm-up procedures. Scales of the week B,E, Major 2 octaves Or Octave and 5 th with turn around when necessary. Focus on Tone /Intonation using Air Flow Exercises, Remington Studies, and also Articulation Drills, Finger Alignment Exercises in Bb and F Major
Week 4:	Continue from Week 3, Introduction Bach Chorales/ - Scale of the week A,D Major 2 Octaves Performance Assessment on Scales and Exercises

Unit-	
Week 5:	Focus on T.I.T.B.I.M.O.- Scale of the week B,E,A,D Major 2 Octaves GMEA All-State Etude Reading, Sight-Reading, Continue Performance Fundamentals
Week 6:	Scale of the week Db, Gb Major 2 Octaves. Key Signature and Key Recognition. Order of Sharps and Order of Flats
Week 7:	Scale of the week Db,Gb,B,E,A,D Major 2 Octaves Solo and Chamber Music Instructions.
Week 8:	Intonation Concept/ Pitch Tendency Charts
Week 9:	Performance Assessment on Scales Db,Gb,B,E,A,D Major 2 Octaves. GMEA Etude Lyrical
Unit-	
Week 10:	Scale of the week- All Major. Introduce Natural, Harmonic, and Melodic Minor Scales based on formula. Start to build relative Natural Minor Scales from the Majors.
Week 11:	Scale of the week- All Major. Continue to add Natural Minor scales from relative Majors
Week 12:	Scale of the week- All Major. Melodic and Harmonic Minor Scales
Week 13:	Review performance music /GMEA Etude Performance Assesment GMEA Etude complete and Selected excerpts from performance Literature
Unit-	
Week 14:	Performance / All-State Audition Preparation
Week 15:	Performance / All-State Audition Preparation
Week 16:	Performance / All-State Audition Preparation
Week 17:	Review Final Exam/ Final Performance

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Required Materials:

- a. **Each student should have a high quality instrument.** If you have not upgraded your performance equipment, it is a necessity for advanced performance. The beginner model from sixth grade was fine then, but advanced high school students have outgrown the limitations of those instruments. Just as race car drivers do not drive economy cars, and runners do not run in Keds, top musicians do not perform on instruments from their musical infancy. See the suggested material and supplies for details.
- b. **Each student is required to bring his/her instrument, music notebook with sheet protectors, music, and mechanical pencil to class every day.** Pencils should remain on the stand during all rehearsals. *Pens may not be used to mark music, worksheets or complete written test.*
- c. Sheet music is used as the primary text in Advanced Band/Percussion Lab and is provided for students use. Worksheets and handouts will also be used in topics such as rhythm and theory.
- d. All Woodwinds students must maintain a minimum of 4 high quality reeds in good condition at all times. The reeds should be rotated throughout rehearsals. Reeds do not have to break or chip to become unusable.
- e. All Brass students must have their own personal bottle of valve oil, slide cream, and spray bottle available during rehearsals.
- f. All Percussion students must have a stick bag complete with general timpani mallets, hard rubber and yarn xylophone mallets, and size 7A, 5A, or 2B **drumsticks** only, at all classes

and rehearsals.

- g. All students will need to create a professional labeled Google account email address for access to video assignment file sharing and google class for quizzes.

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Pre-Assessment Prior to Learning-0%	A- 90 – 100 ~ P (pass)
Assessments During Learning- 25%	B- 80 – 89 ~ F (fail)
Skills Assessment (Warm-Up)	C- 71 – 79
Quiz	D- 70
Video and Audio Assesments	F- Below 70
Rehearsals(during and after-school)	
Guided, Independent, or Group Practice- 45%	
Classwork	
Project or Daily Performance	
Homework	
Summative Assessments or Assessments of Learning -30%	
Formal Concerts	
LGPE	
Culminating Project or Performance	
Final or Culminating Exam	
TOTAL 100%	

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.

MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. See Board Policy IHEA.
SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Arrive to class on time. 2. Display superior discipline, performance etiquette, and respect at all times. 3. Have all materials needed for musical growth daily. 4. Maintain a neat and clean band locker. (only instrument and music notebook allowed in locker. All other items will be removed and discarded.) 5. No Food or Drink is allowed in the band rehearsal suite or the theater. Leave all food, drink and gum out of the band rehearsal and instrument storage areas. 6. Participate in <u>all</u> scheduled rehearsals and performances. 7. Maintain school owned instruments and school property. 8. Keep band area clean.
Class Method Books Used	<p>40 Rhythmical Studies Exercises for Ensemble Drill 14 Weeks to a Better Band Unisonal Scales and Chords 101 Rhythm and Rest Patterns The Band Clinic: Tested Drills for Band Performance Instrumental Supplemental Material</p>
EXTRA HELP	<p>Tutorial Days: M-Th. Tutorial Location: 202 / 303 Band Room Private Lessons- Band Director will make a recommendation</p>

School Year/Semester
Fall 2017- Spring 2018

Course Name	INTERMEDIATE BAND/ SYMPHONIC BAND	Course Code	53.0371, 53.0373-Fall 53.0372, 53.0374-Spring
School Name	Stephenson High School	Teacher Name	Quentin R. Goins Calvin Morris Jr.
School Phone Number	678-676-4202 School Office 770-469-4080 Band Office	Teacher Email	Quentin_R_Goins@dekalbschoolsga.org Calvin_Morris@dekalbschoolsga.org
School Website	www.stephensonhs.dekalb.k12.ga.us	Teacher Website	www.stephensonhighband.net

Course Description

Intermediate Band/ Percussion Lab is a literature/performance course in which a student uses previously developed skills to study through direct experience. Students at this level should have 2-3 years of successful musical growth. Topics covered will include, but not be limited to: Form, Structure, Melody, Rhythm, Intonation (Just and Equal Temperament), Tone production, and Harmonics. This course is a Performing Arts class. There are mandatory rehearsals and performances that take place mostly outside of the standard school day and away from the premises.

NATIONAL STANDARDS for MUSIC EDUCATION

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Specific Objectives:

1. The students will be aware of the nomenclature of their given instrument and the commonalities of their instrumental family.
2. The students will demonstrate, while standing and sitting, proper instrumental performance posture as related to each instruments guide positions.
3. The student will identify, define, and utilize the musical terms and symbols encountered in the musical literature and exercises being studied
4. The students will perform using multiple 4 and 8 meter, changing meter, and asymmetrical patterns. Additionally students will perform rest and note values up to the 16th note.
5. The students will perform all Major and some Minor Scales and Arpeggios in as many complete octaves as possible within the practical standard range of the instrument at a variety and speeds, articulations, and rhythms.
6. The student will play a chromatic scale encompassing the standard practical range of the instrument in eighth note triplet and 16th notes with a variety of articulations. Minimum tempo is quarter note equals 90 BPM (beats per minute).
7. The students will identify key signatures with relative major/minor tonalities and apply them to any music being performed
8. The student will be able to describe, as a listening consumer and an active performer, musical literature of various styles, composers, and compositional techniques.
9. The students will interpret music with historical perspective and style.

10. The student will demonstrate sight reading skills in music containing simple to moderate difficult rhythmic structures and keys.
11. The students will demonstrate instrumental technique including the use of appropriate guide fingering and positions.
12. The student will demonstrate the ability to balance and blend their tone quality with small and large performing groups.
13. The student will describe career and vocational opportunities.
14. The student will produce a controlled and centered tone quality throughout the standard practical range of their instrument.
15. The wind student will be able to demonstrate the ability to perform any articulation from any period or style found in the music literature.
16. The wind student should be able to demonstrate the ability to perform within the equal temperament intonation at all times and pure (just) intonation when necessary for sustained pitches or cadential points.
17. Percussion Students will perform on all instruments utilized in standard band repertoire. This includes but is not limited to snare drum, timpani, xylophone, marimba, vibraphone, cymbals (suspended, crash, and ride), and standard and specialty auxiliary percussion.
18. Percussion students will perform 26 Standard American Rudiments along with 14 added P.A.S.I.C rudiments from open to closed to open position.

Curriculum Overview: The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW	
Unit-	
Week 1:	Review DCSS Discipline Protocol, Review School and Band Policy and Procedures. What is Music? Basic Fundamentals Review: Note/Rest Values and Rhythms/ Start to Establish Daily Warm-up Routine
Week 2:	Review Warm-up Routine, Continue Application of Rhythms and Rest Values, Review Chromatic Scale
Week 3:	Rehearse the warm-up procedures. Scales of the week F, Bb Major 2 octaves Or Octave and 5 th with turn around when necessary. Focus on Tone /Intonation using Air Flow Exercises, Remington Studies, and also Articulation Drills, Finger Alignment Exercises in Bb and F Major
Week 4:	Continue from Week 3, Introduction Bach Chorales/ - Scale of the week Eb, Ab Major 2 Octaves Performance Assessment on Scales and Exercises
Unit-	
Week 5:	Focus on T.I.T.B.I.M.O.- Scale of the week F, Bb, Eb, Ab Major 2 Octaves GMEA All-State Etude Reading, Sight-Reading, Continue Performance Fundamentals
Week 6:	Scale of the week G, C Major 2 Octaves. Key Signature and Key Recognition. Order of Sharps and Order of Flats
Week 7:	Scale of the week G, C, F, Bb, Eb, Ab Major 2 Octaves Solo and Chamber Music Instructions.

Week 8:	Intonation Concept/ Pitch Tendency Recognition and Adjustments for specific instruments.
Week 9:	Performance Assessment on Scales G,C,F,Bb,Eb,Ab Major 2 Octaves. GMEA Etude Lyrical
Unit-	
Week 10:	Scale of the week- Db. Introduce Natural, based on formula. Start to build relative Natural Minor Scales from the Majors. Shared Key Signature Recognition.
Week 11:	Scale of the week- Gb. Continue to add Natural Minor scales from relative Majors
Week 12:	Scale of the week- Db,Gb . Melodic and Harmonic Minor Scales
Week 13:	Review performance music /GMEA Etude Performance Assesment GMEA Etude Lyrical and Selected excerpts from performance Literature, Scales-G ,Gb, Db, C
Unit-	
Week 14:	Performance / All-State Audition Preparation
Week 15:	Performance / All-State Audition Preparation
Week 16:	Performance / All-State Audition Preparation
Week 17:	Review Final Exam/ Final Performance

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Required Materials:

- a. **Each student should have a high quality instrument.** If you have not upgraded your performance equipment, it is time to consider an upgrade as you prepare for more for advanced performance. The beginner model from sixth grade was fine then, but advanced high school students have outgrown the limitations of those instruments. At the intermediate level the minimum upgrade of mouthpieces, reeds, and head joints should be strongly considered. Just as race car drivers do not drive economy cars, and runners do not run in Keds, top musicians do not perform on instruments from their musical infancy. See the suggested material and supplies for details.
- b. **Each student is required to bring his/her instrument, music notebook with sheet protectors, music, and mechanical pencil to class every day.** Pencils should remain on the stand during all rehearsals. *Pens may not be used to mark music, worksheets or complete written test.*
- c. Sheet music and Class Method books are used as the primary text in Intermediate Band/Percussion Lab and are provided for students use. Worksheets and handouts will also be used in topics such as rhythm, history, and theory.
- d. All Woodwinds students must maintain a minimum of 4 high quality reeds in good condition at all times. The reeds should be rotated throughout rehearsals. Reeds do not have to break or chip to become unusable.
- e. All Brass students must have their own personal bottle of valve oil, slide cream, and spray bottle available during rehearsals.
- f. All Percussion students must have a stick bag complete with general timpani mallets, hard rubber and yarn xylophone mallets, and size 7A, 5A, or 2B **drumsticks** only, at all classes and rehearsals.
- g. All students will need to create a professional labeled Google account email address for access to video assignment file sharing and google class for quizzes.

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of

approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student's opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
<p>Pre-Assessment Prior to Learning-0% Assessments During Learning- 25% Skills Assessment (Warm-Up) Quiz Video and Audio Assesments Rehearsals(during and after-school) Guided, Independent, or Group Practice- 45% Classwork Project or Daily Performance Homework Summative Assessments or Assessments of Learning - 30% Formal Concerts LGPE Culminating Project or Performance Final or Culminating Exam TOTAL 100%</p>	<p>A-90 – 100 ~P (pass) B-80 89 ~F (fail) C-71 – 79 D-70 F-Below 70</p>

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be

	completed within the designated time allotted. This does not apply to unexcused absence or tardiness. See Board Policy IHEA.
SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Arrive to class on time. 2. Display superior discipline, performance etiquette, and respect at all times. 3. Have all materials needed for musical growth daily. 4. Maintain a neat and clean band locker. (only instrument and music notebook allowed in locker. All other items will be removed and discarded.) 5. No Food or Drink is allowed in the band rehearsal suite or the theater. Leave all food, drink and gum out of the band rehearsal and instrument storage areas. 6. Participate in <u>all</u> scheduled rehearsals and performances. 7. Maintain school owned instruments and school property. 8. Keep band area clean.
Class Method Books Used	<p>Exercises for Ensemble Drill 14 Weeks to a Better Band The Band Clinic: Tested Drills for Band Performance Instrumental Supplemental Material</p>
EXTRA HELP	<p>Tutorial Days: M-Th. Tutorial Location: 202 / 303 Band Room Private Lessons- Band Director will make a recommendation</p>

Cellular Phone Number	
Home Phone Number	
Email Address	

School Year/Semester
Fall 2017- Spring 2018

Course Name	INTERMEDIATE INSTRUMENTAL ENSEMBLE/ Percussion Ensemble Class(No Winds)	Course Code	53.0751, 53.0752-Fall 53.0752, 53.0754-Spring
School Name	Stephenson High School	Teacher Name	Quentin R. Goins Calvin Morris Jr.
School Phone Number	678-676-4202 School Office 770-469-4080 Band Office	Teacher Email	Quentin_R_Goins@dekalbschoolsga.org Calvin_Morris@dekalbschoolsga.org
School Website	www.stephensonhs.dekalb.k12.ga.us	Teacher Website	www.stephensonhighband.net

Course Description

Intermediate Instrumental Ensemble/ Percussion Class (No Winds) is literature/performance course in which a student uses learn and develop developed skills and knowledge of varied percussion techniques. Students learn all forms of percussion instruments such as battery, melodic, concussion, hand drums, etc. through direct experience. Students in the class can have from 1-2 years of successful musical growth and be ready to explore all this class has to offer. Topics covered will include, but not be limited to: sticking, striking, scaping, nomenclature, tuning, rhythmic accuracy and dictation. This course is a Performing Arts class. There are mandatory rehearsals and performances that take place mostly outside of the standard school day and away from the premises.

NATIONAL STANDARDS for MUSIC EDUCATION

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Specific Objectives:

1. The students will be aware of the nomenclature of their given instrument and the commonalities of their instrumental family.
2. The students will demonstrate, while standing and sitting, proper instrumental performance posture as related to each instruments guide positions.
3. The student will identify, define, and utilize the musical terms and symbols encountered in the musical literature and exercises being studied
4. The students will perform using multiple 4 and 8 meter, changing meter, and asymmetrical patterns. Additionally students will perform rest and note values up to the 16th note.
5. The students will perform all Major and some Minor Scales and Arpeggios in as many complete octaves as possible within the practical standard range of the instrument at a variety and speeds, articulations, and rhythms.
6. The student will play a chromatic scale encompassing the standard practical range of the instrument in eighth note triplet and 16th notes with a variety of articulations. Minimum tempo is quarter note equals 90 BPM (beats per minute).
7. The students will identify key signatures with relative major/minor tonalities and apply them to any music being performed

8. The student will be able to describe, as a listening consumer and an active performer, musical literature of various styles, composers, and compositional techniques.
9. The students will interpret music with historical perspective and style.
10. The student will demonstrate sight reading skills in music containing simple to moderate difficult rhythmic structures and keys.
11. The students will demonstrate instrumental technique including the use of appropriate guide fingering and positions.
12. The student will demonstrate the ability to balance and blend their tone quality with small and large performing groups.
13. The student will describe career and vocational opportunities.
14. The student will produce a controlled and centered tone quality throughout the standard practical range of their instrument.
15. The wind student will be able to demonstrate the ability to perform any articulation from any period or style found in the music literature.
16. The wind student should be able to demonstrate the ability to perform within the equal temperament intonation at all times and pure (just) intonation when necessary for sustained pitches or cadential points.
17. Percussion Students will perform on all instruments utilized in standard band repertoire. This includes but is not limited to snare drum, timpani, xylophone, marimba, vibraphone, cymbals (suspended, crash, and ride), and standard and specialty auxiliary percussion.
18. Percussion students will perform 26 Standard American Rudiments along with 14 added P.A.S.I.C rudiments from open to closed to open position.

Curriculum Overview: The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW	
Unit-	
Week 1:	Review DCSS Discipline Protocol, Review School and Band Policy and Procedures. What is Music? Basic Fundamentals Review: Note/Rest Values and Rhythms/ Start to Establish Daily Warm-up Routine
Week 2:	Review Warm-up Routine, Continue Application of Rhythms and Rest Values, Review Chromatic Scale
Week 3:	Rehearse the warm-up procedures. Scales of the week F, Bb Major 2 octaves Single and Double Stroke Rudiments
Week 4:	Continue from Week 3, Introduction Measured and Unmeasured rolls- Scale of the week Eb, Ab Major 2 Octaves Performance Assessment on Scales and Exercises
Unit-	
Week 5:	Focus on Basic Simple Music Theory Lines, Spaces, Clefs, Ledger Lines- Scale of the week F, Bb, Eb, Ab Major 2 Octaves GMEA All-State Etude Reading, Sight-Reading Rhythmic Percussion Material, Continue Performance Fundamentals, Diddle Rudiments
Week 6:	Scale of the week G, C Major 2 Octaves. Key Signature and Key Recognition. Order of Sharps and Order of Flats, Flam Rudiments
Week 7:	Scale of the week G, C, F, Bb, Eb, Ab Major 2 Octaves Solo and Chamber Music Instructions. Flam Rudiments

Week 8:	Intonation Concept/ Pitch Tendency Recognition and Adjustments for specific instruments. Drag Rudiments, Ratamacue, Lesson 25
Week 9:	Performance Assessment on Scales G,C,F,Bb,Eb,Ab Major 2 Octaves. Rudiment Assessment with Music, In and Out of Context
Unit-	
Week 10:	Scale of the week- Db. Introduce Natural, based on formula. Start to build relative Natural Minor Scales from the Majors. Shared Key Signature Recognition. Timpani Tuning and Ranges, Melodic –Snare warm up.
Week 11:	Scale of the week- Gb. Continue to add Natural Minor scales from relative Majors Timpani Exercises and pitch singing
Week 12:	Scale of the week- Db,Gb . Melodic and Harmonic Minor Scales Percussion Ensemble Performance Literature.
Week 13:	Review performance music /GMEA Etude Performance Assesment GMEA Etude Lyrical and Selected excerpts from performance Literature, Scales-G ,Gb, Db, C
Unit-	
Week 14:	Performance / All-State Audition Preparation
Week 15:	Performance / All-State Audition Preparation
Week 16:	Performance / All-State Audition Preparation
Week 17:	Review Final Exam/ Final Performance

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Required Materials:

- a. **Each student should have a high quality equipment.**
- b. **Each student is required to bring his/her instrument, music notebook with sheet protectors, music, and mechanical pencil to class every day.** Pencils should remain on the stand during all rehearsals. *Pens may not be used to mark music, worksheets or complete written test.*
- c. Sheet music and Class Method books are used as the primary text in Intermediate Band/Percussion Lab and are provided for students use. Worksheets and handouts will also be used in topics such as rhythm, history, and theory.
- d. All Woodwinds students must maintain a minimum of 4 high quality reeds in good condition at all times. The reeds should be rotated throughout rehearsals. Reeds do not have to break or chip to become unusable.
- e. All Brass students must have their own personal bottle of valve oil, slide cream, and spray bottle available during rehearsals.
- f. All Percussion students must have a stick bag complete with general timpani mallets, hard rubber and yarn xylophone mallets, drum practice pad size 7A, 5A, or 2B **drumsticks** only, at all classes and rehearsals.
- g. All students will need to create a professional labeled Google account email address for access to video assignment file sharing and google class for quizzes.

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services

and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Pre-Assessment Prior to Learning-0% <u>Assessments During Learning- 25%</u> Skills Assessment (Warm-Up) Quiz Video and Audio Assesments Rehearsals(during and after-school) Guided, Independent, or Group Practice- 45% Classwork Project or Daily Performance Homework <u>Summative Assessments or Assessments of Learning - 30%</u> Formal Concerts LGPE Culminating Project or Performance Final or Culminating Exam TOTAL 100%	A-90 – 100 ~ P (pass) B-80 89 ~ F (fail) C-71 – 79 D-70 F-Below 70

DISTRICT EXPECTATIONS FOR SUCCESS	
STUDENT PROGRESS	Semester progress reports shall be issued four and a half, nine and thirteen and a half weeks into each semester. The progress of students shall be evaluated frequently and plans shall be generated to remediate deficiencies as they are discovered. Plans shall include appropriate interventions designed to meet the needs of the students. See Board Policy IH.
ACADEMIC INTEGRITY	Students will not engage in an act of academic dishonesty including, but not limited to, cheating, providing false information, falsifying school records, forging signatures, or using an unauthorized computer user ID or password. See the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.
HOMEWORK	Homework assignments should be meaningful and should be an application or adaptation of a classroom experience. Homework is at all times an extension of the teaching/learning experience. It should be considered the possession of the student and should be collected, evaluated and returned to the students. See Board Policy IHB.
MAKE-UP WORK DUE TO ABSENCES	When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. Make-up work must be completed within the designated time allotted. This does not

	apply to unexcused absence or tardiness. See Board Policy IHEA.
SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Arrive to class on time. 2. Display superior discipline, performance etiquette, and respect at all times. 3. Have all materials needed for musical growth daily. 4. Maintain a neat and clean band locker. (only instrument and music notebook allowed in locker. All other items will be removed and discarded.) 5. No Food or Drink is allowed in the band rehearsal suite or the theater. Leave all food, drink and gum out of the band rehearsal and instrument storage areas. 6. Participate in <u>all</u> scheduled rehearsals and performances. 7. Maintain school owned instruments and school property. 8. Keep band area clean.
Class Method Books Used	<p>Exercises for Ensemble Drill 14 Weeks to a Better Band The Band Clinic: Tested Drills for Band Performance Instrumental Supplemental Material</p>
EXTRA HELP	<p>Tutorial Days: M-Th. Tutorial Location: 202 / 303 Band Room Private Lessons- Band Director will make a recommendation</p>

School Year/Semester
Fall 2017- Spring 2018

Course Name	Beginning Band Concert Band	Course Code	53.0361000 53.0363000
School Name	Stephenson High School	Teacher Name	Quentin R. Goins/ Calvin Morris Jr.
School Phone Number	770-469-4080 Band Office	Teacher Email	Quentin R-Goins@dekalbschoolsga.org calvin_L_morris@dekalbschoolsga.org
School Website	www.stephensonhs.dekalb.k12.ga.us	Teacher Website	www.stephensonhighband.net

Course Description

Advanced Band/ Percussion Lab is a literature/performance course in which a student uses previously developed skills to study through direct experience. Topics covered will include, but not be limited to: Form, Structure, Melody, Rhythm, Intonation (Just and Equal Temperament), Tone production, and Harmonics.

Curriculum Overview

The following academic concepts will be covered. **THIS IS ONLY A GUIDE AND IS SUBJECT TO CHANGE.**

CURRICULUM OVERVIEW	
Unit -	
Week 1:	Review Basic Fundamentals, note values and rhythms/ Learn Warm-up
Week 2:	Learn the warm-up procedures Chromatic Scale 2 -3 octaves
Week 3:	Rehearse the warm-up procedures Chromatic Scale 2 -3 octaves
Week 4:	Review Bach Chorales/ Scale of the week B & E - Major
Unit -	
Week 5:	Focus on Tone- Scale of the week B & E Major
Week 6:	Tone Production & Breath control concepts- Scale of the week Db & Gb Major
Week 7:	Intonation Concept-Scale of the week Db & Gb Major
Week 8:	Intonation Concept- Scale of the week Eb & Ab Major
Week 9:	Technique Concept- Scale of the week Eb & Ab Major
Unit -	
Week 10:	Technique Concept- Scale of the week F & Bb Major
Week 11:	Balance/ Blend concept- Scale of the week- F & Bb Major
Week 12:	Balance/Blend concept- Scale of the week- 8 Major scales Circle of Fourths Chromatic
Week 13:	Musical Effect Concept- Review performance music, 8 Major scales Circle of Fourths, Chromatic Scale
Unit -	

Week 14:	Musical Effect Concept- Review performance music, 8 Major scales Circle of Fourths, Chromatic Scale
Week 15:	Concept- Review Performance Music
Week 16:	Breath control Concept- Review Performance Music
Week 17:	Review Final Exam/ Final Performance
Week 18:	Final Exam

BOARD-APPROVED INSTRUCTIONAL MATERIALS

Required Materials:

- h. Sheet music is used as the primary text in Beg. / Int. Band/Percussion Lab and is provided for students use. Worksheets and handouts will also be used in topics such as rhythm and theory.
- i. The Artistry of Fundamentals for Band, Five Minutes a Day and 101 Rhythmic Rest Patterns Alfred’s Drum Method will be used as additional text.
- j. **Each student is required to bring his/her instrument, black music folder, music, and pencil to class every day.** Pencils should remain on the stand during all rehearsals. *Pens may not be used to mark music, worksheets or complete written test.*
- k. All Woodwinds students must maintain a minimum of 4 high quality reeds in good condition at all times.
- l. All Brass students must have their own small bottle of valve oil available during rehearsals.
- m. All Percussion students must have a stick bag complete with general timpani mallets, Rubber and yarn xylophone mallets, and size **7A drumsticks** only, at all classes and rehearsals.

GRADING SYSTEM: The DeKalb County School District believes that the most important assessment of student learning shall be conducted by the teachers as they observe and evaluate students in the context of ongoing classroom instruction. A variety of approaches, methodologies, and resources shall be used to deliver educational services and to maximize each student’s opportunity to succeed. Teachers shall evaluate student progress, report grades that represent the student’s academic achievement, and communicate official academic progress to students and parents in a timely manner through the electronic grading portal. **See Board Policy IHA.**

GRADING CATEGORIES	*GRADE PROTOCOL
Pre-Assessments Prior to Learning (Formative Assessments) - 0%	A 90 – 100 ~ P (pass)
Assessments During Learning – 25%	B 80 – 89 ~ F (fail)
Guided, Independent, or Group Practice – 45%	C 71 – 79
Summative Assessments or Assessments of Learning– 30%	D 70
	F Below 70

Notes:

*English Learners (ELs) must not receive numerical or letter grades for the core content areas in elementary and middle school during their first year of language development. A grade of CS or CU must be assigned. This rule may be extended beyond the first year with approval from the EL Studies Program. English Learners must receive a grade for ESOL courses.

~Elementary schools will utilize P (pass) and F (fail) in Health/Physical Education, Music, World Languages, Visual Arts and Performing Arts.

DISTRICT EXPECTATIONS FOR SUCCESS	
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SCHOOL EXPECTATIONS FOR SUCCESS	
CLASSROOM EXPECTATIONS	<p>Students are expected to:</p> <ul style="list-style-type: none"> 9. Arrive to class on time. 10. Have all materials needed for musical growth. in a neat and clean band locker. (only instrument and music notebook allowed in locker. All other items will be removed and placed in the lost and found.) <ul style="list-style-type: none"> 3. Leave all food, drink and gum out of the band area. 4. Participate in all scheduled rehearsals and performances. 5. Display superior discipline at all times. 6. Maintain school owned instruments and school property. 7. 8. Keep band area clean.
MATERIALS AND SUPPLIES	<p>Essential Elements 14 Weeks to a Better Band 101 Rhythm and Rest Patterns Instrumental Supplemental Material</p>
EXTRA HELP	<p>Tutorial Days: M-Th. Tutorial Location: 202 / 303 Band Room Private Lessons- Band Director will make a recommendation</p>

This handbook is provided for your information. We hope it will make your band experience as beneficial as possible. Organization items and policies are covered herein. Please read them and sign in the space provided below. If you have any questions, please call Mr. Goins or Mr. Morris at 770-469-4080.

I have read the entire handbook and understand its contents as they apply to me.

Print Student Name _____

Signed _____ Date _____

SHS Band Member

I have read the pages of this handbook and understand how they apply to my child.

Print Parent Name _____

Signed _____ Date _____

Parent